



Clemson University



Reading Recovery[®]

**Clemson University Training Center for
South Carolina**

Teacher Leader Application

2008-2009

For Additional Information
Contact:

Clemson University
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**Send Application by June
01, 2008 to:**

Reading Recovery
Clemson University
404C Tillman Hall
Clemson, SC 29634-0705

2008-2009 Reading Recovery® Teacher Leader Application

Overview and Instructions

The Clemson University Reading Recovery Training Center for South Carolina, in cooperation with the South Carolina Department of Education, invites districts to apply to train a teacher leader(s) at Clemson University during the 2008-2009 school year.

Questions about this application should be directed to Program Coordinator, Reading Recovery Training Center, or by calling 864-656-6149 or e-mailing grant5@clemson.edu. Questions about Reading Recovery allocations should be directed to Pam Huxford, Reading Recovery State Coordinator, at 803-734-8825 or phuxford@sde.state.sc.us.

Completed applications must be submitted by June 01, 2008, to the following address: Program Coordinator, Reading Recovery Training Center, Clemson University, 404-C Tillman Hall, Clemson, SC 29634-0705. ***Prior to the application submission, a planning conference must be scheduled with Clemson University Reading Recovery faculty.***

Please note that applications must have all required signatures before submission – teacher leader, principal, site coordinator, and superintendent.

General Information

Reading Recovery is a research-based intervention for first grade children experiencing difficulty with learning to read and write. Reading Recovery is implemented throughout the United States and since its introduction here in the United States in 1984, more than one million children have received Reading Recovery instruction.

- A Reading Recovery teacher leader may serve a district or consortium of districts. Once trained, the teacher leader can be expected to train eight to twelve teachers per year.
- Nominees should be highly respected members of the district. They should be individuals to whom other teachers and administrators look for leadership.
- All districts that wish to train a teacher leader must submit an implementation plan to the university training center (Clemson) that demonstrates how the district will move toward the *minimum* goal of training and maintaining at least 12 Reading Recovery teachers (per teacher leader). ***Prior to application submission, it is required that interested participants meet with Clemson trainers to discuss this implementation plan.***
- A desirable number of teachers within a site per teacher leader would range from approximately 25-42, depending on travel distances. (*The Standards and Guidelines of Reading Recovery in the United States* recommends 42 as the maximum.) Greater numbers of teachers ensure that teacher leaders will maintain their knowledge base and teaching

expertise by regularly training *new* Reading Recovery teachers and having a diverse range of at-risk children to focus on through observing and problem solving.

- Teacher leader training at Clemson University is a full-time endeavor. Training is post-Masters graduate work, and the six courses and fieldwork are rigorous and intensive. Unless an exception is approved by Clemson trainers, *teacher leaders in training, who are former Reading Recovery teachers, will not teach within the same school where they taught as a teacher.* This is to ensure that the teacher leader in training will not be expected to function as a Reading Recovery teacher during their year of training. While they will be teaching four children, they will be doing so as a teacher leader in training; therefore, other school duties or roles are not possible given the training and travel requirements.
- In most cases, teacher leaders from school systems located more than a two-hour drive from Clemson University will need to train as teacher leaders in residence. For those who work within a closer proximity to Clemson, the teacher leader in training may need to stay overnight within the training center area on the days that classes are held or when they are observing teacher training sites.
- If not training in residence, a teacher leader will need to be previously trained as a Reading Recovery teacher.
- It is important to note that the teacher leader (or a school district designee) will need to transport a Reading Recovery student that the teacher leader teaches to the Clemson University Training Center three to four times during the training year for behind the glass demonstration lessons. The six clinical, leadership, and theory courses will be offered on Mondays and Tuesdays beginning in August and ending in May.
- The district superintendent or authorized representative of another administrative agency may nominate one or more individuals for training as teacher leaders.
- Final determination of those selected for teacher leader training will be made by the Reading Recovery Regional Training Center at Clemson University.

Qualifications for Reading Recovery Teacher Leader

The candidate for teacher leader training should have the following:

- A Master's Degree, preferably in early childhood, elementary education, or reading is required.
- A minimum of five years of teaching experience. It is strongly recommended that the candidate have at least three years of recent teaching experience with primary grade children.
- Leadership experiences (e.g., conducting workshops, presenting to small/large groups, participating in special projects, mentoring, coaching, and developing new materials.)
- Ability to communicate and work with parents, teachers, principals, superintendents, and school board members.

- Organizational skills (maintaining multiple tasks and roles, organizing schedules, managing workload, and multiple ongoing responsibilities).
- Energy, initiative, flexibility, and creative problem-solving skills.
- Professionalism (e.g., attends conferences; reads books and articles on language, literacy development, and teaching; shares new knowledge and insights with others).
- An interest in learning, as demonstrated by being self-reflective, collaborating with others, and sharing credit for successes.
- A willingness to make a three-year commitment to serve as a teacher leader at an approved Reading Recovery teacher-training site.
- Nomination by the administrative agency making a commitment (school, district, university, etc.) to implement a quality Reading Recovery program according to the *Standards and Guidelines of Reading Recovery in the United States* of Reading Recovery in the United States.

Roles and Responsibilities of a Reading Recovery Teacher Leader

The role of teacher leader in Reading Recovery is a long-term commitment consisting of an initial training year and subsequent years in which a quality implementation is maintained. In addition, the role of teacher leader requires a full-time effort. No other types of employment or responsibilities can be managed along with the teacher leader role.

YEAR ONE: TEACHER LEADER INTENSIVE TRAINING (2006-2007)

The teacher leader in training will

- Attend assessment training prior to the beginning of the semester to learn the observation procedures and assessment methods necessary to screening and selecting Reading Recovery children. *Even if the teacher leader candidate has previously trained as a Reading Recovery teacher, he/she must attend this training.*
- Enroll in three courses earning nine credits each semester through Clemson University, for a total of eighteen credit hours. Comply with Clemson University regulations for graduate school admissions. During the year of Reading Recovery Teacher Leader Training, participants cannot be involved in additional training programs, university coursework, or employment beyond that provided by the nominating district. The three post-Master's courses will focus on early intervention in reading and will include leadership and implementation training, theoretical foundations, and a field-based practicum. The teacher leader in training will be expected to successfully complete all requirements of the coursework including satisfactory teaching of children.
- Conduct assessments at the beginning of the school year to identify first-grade children eligible for Reading Recovery services.
- Work individually with four Reading Recovery children for a minimum of two and one-half hours in a school setting. The teacher leader in training can be expected to tutor a total of six to eight children during the training year. If school systems are within a two-hour drive of the Clemson University Reading Recovery Training Center, and if the district agrees to allow the teacher leader or a district designee to transport a child to Clemson for behind-the-glass teaching demonstration lessons three to four times during

the year, the daily teaching of children will take place in the teacher leader in-training's home district.

- Demonstrate teaching (of one of the teacher leader's current Reading Recovery students) in front of a one-way glass at Clemson University three to four times during the year.
- Perform arranged internship functions designed to help the candidate explore and develop the full role of the teacher leader. Each teacher leader in the training class will be assigned to a rotation schedule to work with several trained teacher leaders in established areas.
- Collect and maintain data on children in accordance with guidelines for evaluation established by Clemson University.
- Adhere to all Standards and Guidelines as outlined by the Reading Recovery Council of North America.
- Attend one Reading Recovery Conference sanctioned by the Reading Recovery Council of North America.
- Attend the Teacher Leader Institute for trained teacher leaders held each spring/summer. (The location varies each year).
- Collaborate with the sponsoring school district or site to begin making plans for the local implementation the following year.
- Plan and provide for an appropriate Reading Recovery teacher training facility (including the construction of a room with a one-way glass, audio system, and suitable seminar and office spaces). This facility must be in place by the beginning of the school year following the training year.
- Conduct Reading Recovery awareness sessions for district and school personnel, board members, administrators, teachers, and parents.
- Disseminate information about recruitment, application procedures, and deadlines for the selection of schools and teachers who will be trained in Year Two. Assist principals in selecting appropriate teachers for the training class. Plan orientations for participating schools, principals, and teachers.
- Order materials and supplies for teacher training and duplicate needed materials. Schedule and inform principals and teachers in writing about assessment training and weekly clinical class sessions.
- Secure secretarial assistance; provide resources for duplication, as well as access to a telephone and mailings.
- Assess whether another teacher leader needs to be trained in the following year.

Facilities

Establish a regional staff development training site that includes:

- An area for one-to-one instruction that contains a one-way glass and sound system situated in such a manner that 10-12 people can observe and discuss the one-to-one instruction without disturbing it. This window must be in place before teacher training begins.
- An area suitable for discussion within a circle of chairs for 10-12 individuals.
- An area suitable for instruction for 10-12 individuals.

YEAR TWO: IMPLEMENTATION

Teaching of Children

During the field year, each teacher leader teaches four children per round. As a part of the Reading Recovery intervention, each person who serves in the teacher leader role works individually with their own students (first graders) daily in order to

- Continue learning.
- Refine and further develop their knowledge and skills of how children learn and make accelerated progress in Reading Recovery.
- Collect and incorporate fresh examples of these Reading Recovery children that they are teaching, using them as examples within their training of teachers.

Responsibilities of the Teacher Leader

Within the other half of their day, responsibilities include

- Preparing training sessions for new Reading Recovery teachers.
- Providing school visits to teachers to assist with teaching, assessment, record-keeping, scheduling, and documentation.
- Assessing Reading Recovery children and assisting with decisions about program entry and exit.
- Administering Reading Recovery at the site (including monitoring and advocacy).
- Preparing training sessions for ongoing professional development (Continuing Contact) of trained Reading Recovery teachers.

Reading Recovery Teacher Training

- Conduct assessment training to prepare Reading Recovery teachers in training to administer the *Observation Survey* prior to or at the beginning of the school year.
- Guide and monitor the assessment and selection of children for the program. Serve as an outside evaluator for discontinuing children's series of lessons. Work with the district to coordinate assessment with district requirements and procedures.
- Serve as an adjunct instructor for Clemson University to instruct new Reading Recovery teachers, each of whom will, at the same time, begin working with four identified children. Each course (three credits) requires the candidate to attend the weekly three-hour clinical class (seminar and behind the one-way glass sessions) taught by the teacher leader in addition to teaching four Reading Recovery children.
- Monitor and provide school visits to each Reading Recovery teacher in training at least four to six visits per teacher each year to ensure quality control of Reading Recovery.

Professional Development for the Teacher Leader

- Make arrangements for two site visits during the first year of implementation from Clemson University Reading Recovery personnel.

- Receive visits from and participate in the clinical aspects of training future teacher leaders.
- Make at least two colleague visits at the teacher leader level each year.
- Attend professional development sessions with trained teacher leaders at the Clemson University Training Center or at other approved locations as outlined in the university training center's professional development plan.
- Attend a Reading Recovery Council of North America sanctioned Reading Recovery Conference annually.
- Attend a summer institute for trained teacher leaders held yearly in the spring/summer (at locations to be determined annually).

Data Collection and Program Evaluation

- Comply with national selection criteria for selection of children. (See *Standards and Guidelines of Reading Recovery in the United States*, Fourth Edition, 2004).
- Comply with national implementation guidelines regarding teacher leaders, teachers, and local sites. (See *Standards and Guidelines of Reading Recovery in the United States*, Fourth Edition, 2004).
- Keep records on Reading Recovery teachers and guide the record keeping on current, discontinued, and random sample children. Collect, maintain, and submit the data for evaluation to the National Data Evaluation center and the Clemson University Training Center as required.
- Prepare and submit yearly site report to Clemson University by the designated date using the guidelines and requirements established by Clemson University and the National Data Evaluation Center.

Communication and Collaboration

- Communicate with administrators, specialists, and teachers in school buildings involved in Reading Recovery.
- As necessary, conduct in-service sessions at the school building level for classroom teachers who will have Reading Recovery children in their classrooms.
- Conduct awareness sessions make presentations on the program to interested groups including parents, teachers, specialists, administrators, and board members.
- Assess whether another teacher leader needs to be trained in the following year.
- Collaborate with the Reading Recovery faculty at Clemson University in all activities, including training, implementation, advocacy, research, as well as any other areas that impact the growth and improvement of Reading Recovery at district, state, or national levels.

YEAR THREE: SUPPORT YEAR

Continue to follow the responsibilities, procedures and routines outlined in the items for Year Two above with the following modifications/additions:

- Conduct six to eight continuing contact sessions for trained Reading Recovery teachers and visit each of them at least twice during the year to ensure quality control of the program. (It is strongly recommended that teacher leaders visit teachers who need additional support more frequently.)
 - Arrange for site visits from Clemson University Reading Recovery personnel as needed.
 - Collaborate with the Clemson University staff and district administration to design a procedure to review trained Reading Recovery teachers every three years to insure that a quality program is maintained.
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2008-2009 Reading Recovery® Teacher Leader Nomination Form

All nominees must hold at least a Master's Degree.

The Reading Recovery Teacher Leader Nomination Form, including Part 1, Vital Information Sheet, and Part 2, Commitment Form, as well as a resume and a transcript of Master's degree coursework must accompany this nomination form. Please complete and return all necessary information to Program Coordinator, Reading Recovery Training Center, 404C Tillman Hall, Clemson University, Clemson, SC 29634-0705 by June 01, 2008.

Part1. Vital Information

Part I must be completed by the applicant. In addition, please attach a current resume to this nomination form.

Name _____
 First Middle Last Name called by

Social Security Number _____

District _____

School _____

Current Position _____

School Mailing Address _____

City _____ State _____ Zip Code _____

School Telephone () _____ Fax () _____

E-mail Address _____

Home Mailing Address _____

City _____ State _____ Zip Code _____

Home Telephone () _____ Fax () _____

E-mail Address _____

Directions:

Please complete the following six (6) sections of this form. This form must be signed by the applicant and the applicant's superintendent.

Section I. Teaching Experience

A minimum of five (5) years teaching experience is recommended, with no fewer than three (3) years experience at the primary level (grades K-3) or in reading. Give the following information:

_____ Total number of years teaching experience

_____ Total number of years teaching experience in grades K-3 or in reading

Has your teaching experience been within the last five years? Check one.

Yes

No

If no, please explain.

Section II. Reading/Language Arts Experience

A. Complete the following information and briefly describe the nature of your course work in reading/language arts.

_____ Number of undergraduate courses in reading or language arts

_____ Number of graduate courses in reading or language arts

Describe Coursework:

B. List other professional experiences related to your interest in reading/language arts (workshops, conferences, curriculum committees, etc.).

Section III. Advanced Degree(s)

NOTE: For applications to be considered, the applicant must have at least a Master's Degree.

Highest degree held _____ Year earned _____

University/College _____ Major _____

Section IV. Leadership Experience

Please provide a brief essay 1) describing your leadership qualities and 2) cite evidence of these qualities that support your ability to provide leadership as a teacher leader in Reading Recovery (i.e., awards/recognitions, experiences with staff development programs, leadership positions, ability to interface and collaborate with others).

Section V. Resume and Transcript of Master's Degree Coursework

Please attach a copy of your professional resume and a copy of the transcript of Master's Degree coursework.

Part 2. Commitment Form

The success of Reading Recovery is dependent on the commitment of teacher leaders to fully participate in both the intensive training at the Clemson University Reading Recovery Training Center for South Carolina and the subsequent implementation of the program in their local sites. Please refer to the Roles and Responsibilities of a Teacher Leader within this document for a list of participant obligations and to review the long-term commitment involved.

I have read this document and understand the responsibilities of a Reading Recovery teacher leader, and I meet the specified requirements. I will make at least a three-year commitment to Reading Recovery as outlined within this document. I further verify that I hold a Master's Degree.

Signature of Applicant _____ Date _____

Reading Recovery must have the support of district administrators, classroom teachers, and building principals to succeed. I nominate the above applicant for training in Reading Recovery.

I have read this document and understand the responsibilities of the district, principal, and Reading Recovery teacher leader, and I will support this applicant in making this commitment. I will ensure adherence to the Standards and Guidelines of Reading Recovery in the United States.

Signature of Site Coordinator _____ Date _____

Signature of Superintendent _____ Date _____

Projected Teacher Leader Salary Funding Source
